

Rubric for Assessing the Quality of LEA Service-Learning Leadership

School System:



Reviewed by:

Date:

Met with:




LEA Demographics:

(#students, #schools, ethnic diversity)



Score		Comments
<i>Professional Development and Training</i>		
	1. Central office staff members are educated so they can engage students in high quality service-learning A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives	
	2. School administrators are educated so they can engage students in high quality service-learning A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, research standards, and the connection of service-learning to the curriculum and other education reform initiatives	

	3. School-based personnel are educated so they can engage students in high quality service-learning A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (Preparation, Action, Reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives	
	4. Individualized or group training offered for administrators, teachers, or community based organizations needing additional support with service-learning A – No support evident B – Staff needing support receives additional materials on service-learning (e.g. handouts, website, etc.) C – Individuals or groups encouraged to attend existing training opportunities and given materials D – A training plan is developed and implemented based on the need of the individuals (e.g., one-to-one mentoring relationships)	
<i>Accountability (Instructional Design, School Level Support, Organization Roles and Responsibilities)</i>		
	1. Staff associated with service-learning (service-learning coordinator, curriculum specialists, supervisors, etc) are aware of and utilizing standards for high quality service-learning A – Service-learning standards not used B – Standards for service-learning made available to staff (e.g. lending library or website) C – All relevant staff aware of standards for high quality service-learning D – All staff completely aware of and utilizing standards for all service-learning	
	2. Quality of service-learning is monitored in schools by central office personnel A – No monitoring evident B – Some schools reviewed/visited to assess quality C – A rubric/standard for quality service-learning is applied to some schools each year D – A rubric/standard for quality service-learning is applied to all schools each school year	

<input type="checkbox"/>	3. Quality of infused service-learning curriculum/projects developed by school system is assessed A – No assessment evident B – Projects are assessed to determine if they meet basic/minimum service-learning criteria (preparation, action, reflection) C – Service-learning projects are assessed according to the high-quality service-learning standards and are expected to meet all of the standards D – Service-learning projects are assessed using a rubric to measure high quality	
<input type="checkbox"/>	4. Service-learning implemented in each school as specified by the district plan A – No verification process in place B – Teachers verify classroom implementation C – School administration monitors individual classroom implementation D – Implementation observed and documented by school administration and verified by central office personnel	
<input type="checkbox"/>	5. Annual assessment/review of service-learning implementation plan performed A – No assessment conducted B – Assessment conducted by LEA service-learning coordinator only C – Assessment conducted involving school system personnel only D – Comprehensive assessment conducted including feedback from CBOs, students, parents, other school system staff, etc.	
<input type="checkbox"/>	6. Student completion of service-learning documented A – No documentation evident B – Service-learning documentation available to school personnel only C – Service-learning documentation visible to students, parents, and school personnel D – Service-learning documentation in students' permanent record and available to all	

<i>Communication</i>	
 <p>1. Communication mechanisms are established for exchange of information about service-learning between LEA service-learning coordinator and other central office staff</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communications mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
 <p>2. Communication mechanisms are established for exchange of information about service-learning between the central office and principals</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
 <p>3. Communication mechanisms are established for exchange of information about service-learning between the LEA service-learning coordinator and school-based coordinators</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	

	<p>4. Communication mechanisms are established for exchange of information about service-learning between the content area directors and the department chairs/schools</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
	<p>5. Communication mechanisms are established for exchange of information about service-learning between the central office and students and their families</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (newsletter, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (back to school night, school meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (parents meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
	<p>6. Communication mechanisms are established for exchange of information about service-learning between the central office and members of the School Board (e.g., highlight successes, recognize leaders, clarify policies)</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (board meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (board meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (board meetings, newsletters, announcements, emails, memos, reports, etc)</p>	

	<p>7. Communication mechanisms are established for exchange of information about service-learning between the central office and service-learning advisors (e.g., Fellows, advisory board)</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
	<p>8. Communication mechanisms are established for exchange of information about service-learning between the central office and community based organizations</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	

Scoring Rubric:

- A score of A or B on any indicator denotes an area that the LEA and MSSA staff should review.
- A score of C or D on any indicator demonstrates proficiency for that indicator.

Closing Question:

- How do you think service-learning adds, detracts, or has a neutral impact on your school system?